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Processes for Selecting Entries

Rhode Island Department of Education

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Explanation and Considerations for Use

These criteria for selecting portfolio entries should be used by students to create a list of the types and number of entries they need for completing their graduation portfolios.

They need to have the guidance and opportunity to successfully complete their Graduation portfolio. Providing them the criteria for selecting their portfolio entries in one part of the monitoring process.

Processes for Selecting Entries

Students can go through a process of **collect** and **select:**

- **Collect** – During each course in each year of high school, students should collect 2 to 4 artifacts/entries per course (dependent on the school's policies and procedures) into the "*working*" portfolio. Students should also be encouraged to collect entries from other educational experiences, such as internships, community service, performances, academic competitions, etc. Each entry must be connected to one or more of the required proficiencies.

- **Select** – The "*graduation*" portfolio is a subset of the working portfolio. For each of the required proficiencies stated above, students will select one "best" entry.
    - The same entry can be a "best" demonstration of more than one proficiency. For example, a student might select a history project as a demonstration of Use of Information Literacy Skills, Understanding of Social Studies Concepts and Ability to Write a Research Paper.
    - The selection should show a variety of the types of tasks – for example, a portfolio should have both on-demand and extended tasks, as well as both individual and group tasks.
    - The school may set a minimum number of tasks and may also require that tasks come from a minimum number of classes or subject areas, but should include at least one from each subject area. For example, a school could require that the portfolio contain at least 15 separate entries. More important than the actual number, however, is the idea that the set of entries demonstrates the minimum subset of proficiencies as set forth by RIDE and the school.
    - A number of the entries must come from tasks that have been validated using a review process such as the one described by the Common Task Network (see Task validation process in Appendix D). That is, the school must have a way of creating, determining, or selecting tasks that are valid demonstrations of certain proficiencies.
    - The student should select most of the entries in the portfolio. However, the student should receive guidance on what entries to select. The school may also require specific entries for the Graduation Portfolio; for example, if a school requires a senior or capstone project, that exhibition could be in the portfolio.

Students will also include an overall reflection of their Graduation Portfolio.